

A background image showing the backs of several students in a classroom, with their arms raised high in the air. They are positioned in front of a chalkboard that has some faint, illegible writing on it. The students are wearing various colored shirts, including red, orange, and blue.

Effective Vocabulary Instruction

**First Coast High School Literacy Conference
June 15 – 17, 2011**

Welcome

- Introductions
- Housekeeping
- Expectations
- Agenda



How many times have you heard or said...

“Johnny can decode but he doesn’t comprehend what he reads.”

Have you ever wondered why?...

**It's because READING is
THINKING!!!**

**Being skilled in verbal reasoning is
a *major factor* in performance on the
FCAT.**

Activity

The concatenation of events surrounding his accomplishments resulted in the eponymous title, but he eschewed laudatory commentary, choosing, instead, modesty, the homiletic heart of his culture and society.

Vocabulary

- Significant predictor of reading comprehension (Baker, Simmons, & Kame'enui, 1998)
- Vocabulary size in kindergarten serves as a strong predictor of reading comprehension level in later grades (Scarborough, 2001)

In other words...

The extent of a student's **vocabulary knowledge** relates strongly to his or her reading comprehension and overall academic success.

Outcomes

Participants will...

- Understand the importance of direct instruction of vocabulary.
- Become aware of research-based practices for vocabulary instruction.
- Attain instructional procedures that will enhance vocabulary instruction within informational text.

Adolescent Literacy

69% of 8th grade students fall below the proficient level in their ability to comprehend the meaning of text. Reading ability is a key predictor of achievement in mathematics and science. Many adolescents need to improve their reading comprehension skills before they can take full advantage of instruction in the content areas. Students who are reading one to two levels below their grade level require intervention from a reading specialist.

Intensive Intervention

- Use reliable screening assessments
- Match instructional intensity to student needs
- Extend intervention strategies to content-area instruction
- Use reading specialists to provide interventions

Comprehension Strategies

- Teach a range of comprehension strategies
- Carefully select a variety of texts
- Provide for guided and independent practice

Engaging Text Discussion

- Select engaging and relevant materials
- Extend discussions with follow-up questions
- Facilitate and guide small-group discussions

Vocabulary Instruction

- Use explicit instruction in regular lessons
- Teach strategies for independent learning
- Provide exposure and practice in multiple contexts

READING COMPREHENSION

INTENSIVE INTERVENTION

ENGAGING TEXT DISCUSSION

VOCABULARY INSTRUCTION

COMPREHENSION STRATEGIES

MOTIVATE & ENGAGE STUDENTS

PROFESSIONAL
DEVELOPMENT

STAFF
COLLABORATION

SCREENING AND
MONITORING

SCHEDULING
AND TIME

STAFF
SUPPORT

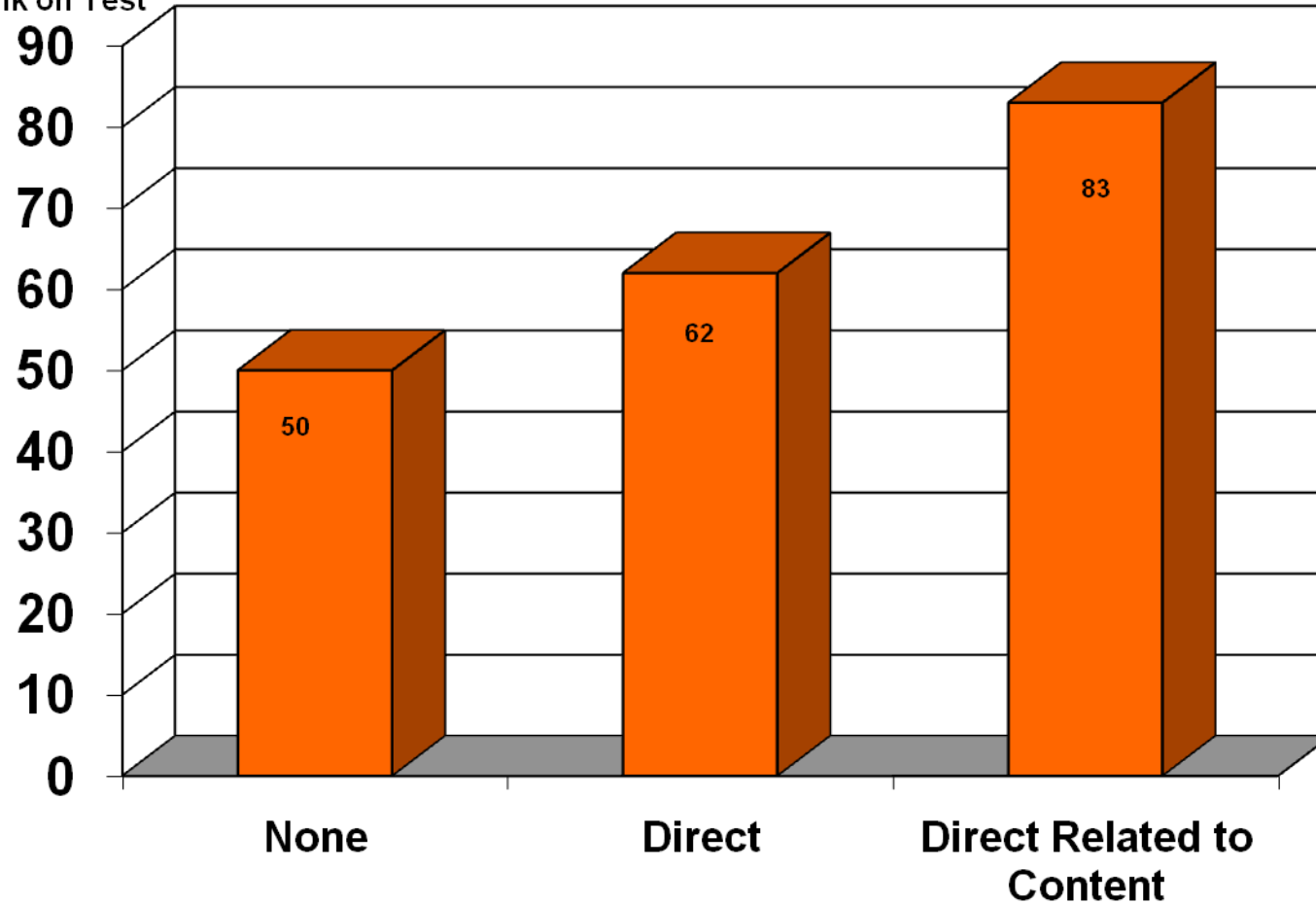
Highlights

Five Essential Steps to Teaching Academic Vocabulary

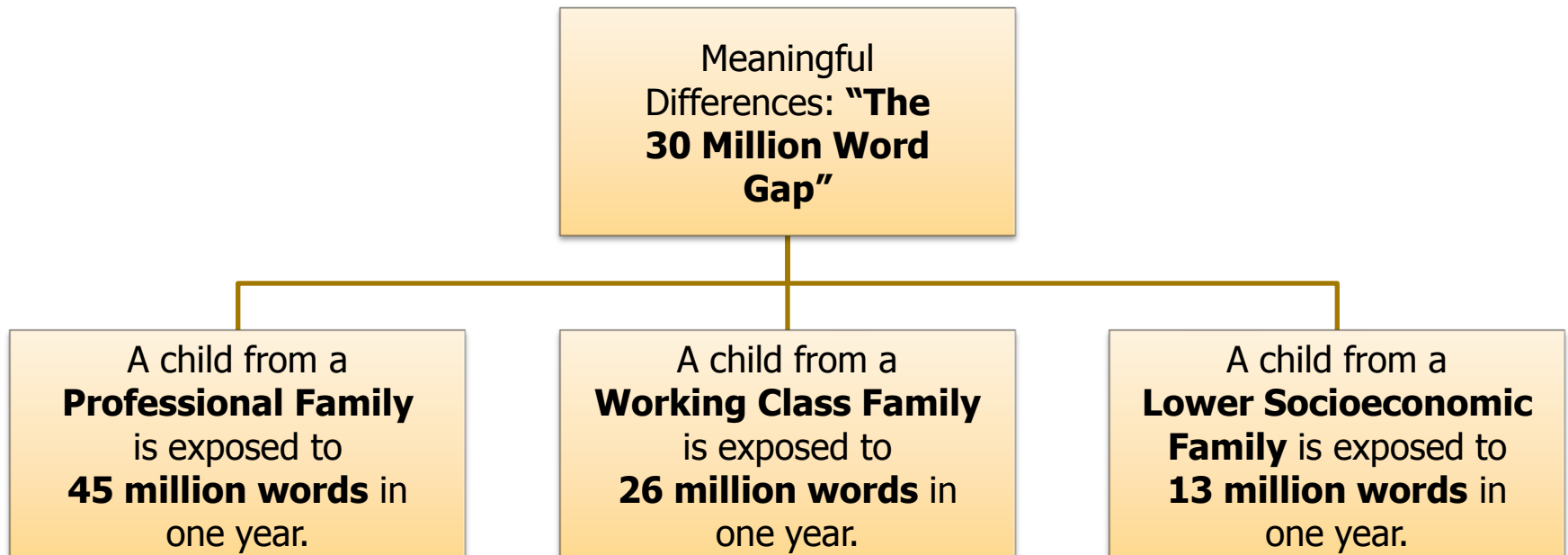
1. *Make it intentional* by selecting vocabulary meaningful for content learning.
2. *Make it transparent* through teacher modeling.
3. *Make it useable* by offering collaborative learning experiences with peers.
4. *Make it personal* by giving students independent experiences to use academic language.
5. *Make it a priority* through school-wide practices that build academic vocabulary.

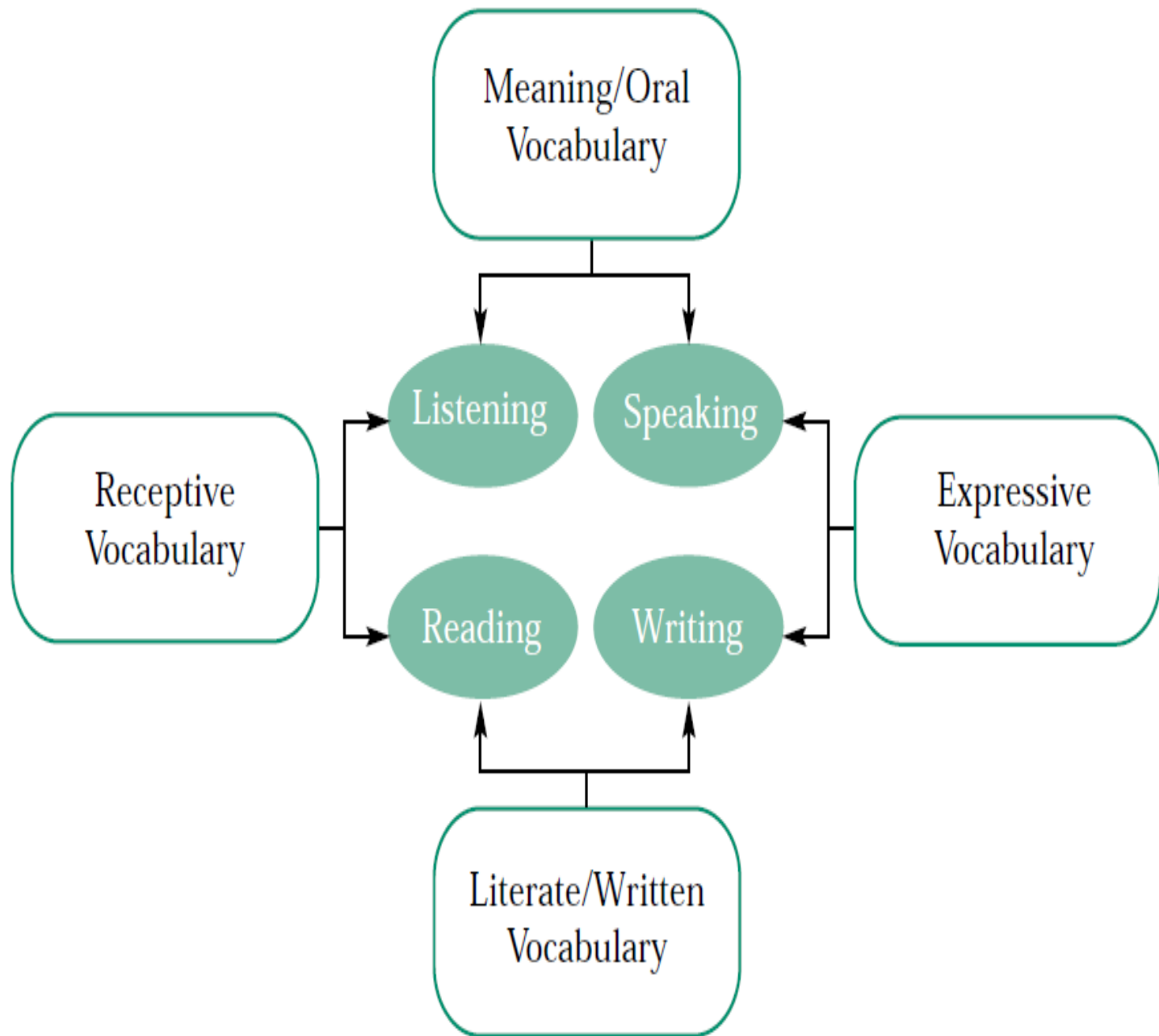
Impact of Direct Vocabulary Instruction

% ile Rank on Test



Many of our children enter school today with.....





How is a student's performance on FCAT impacted by low vocabulary skills?



1. ...measures how well we can think about the information we get from reading written text.
2. ...relates information and ideas to other information, using conjunctions.
3. ...asks students to apply verbal reasoning skills that they may not have seen modeled.
4. ...asks students to identify or label things, events and ideas, using words.

Remember!!

Students must be able
to understand _____%
of the words in a
passage in order to
understand the text!

Mobility and poverty impact student achievement.

What do we have control or influence over that can impact student achievement?

Instruction

Goals of Vocabulary Instruction

- To connect new vocabulary to students' prior knowledge and to life experiences for increasing understanding of word meanings
- To clarify and extend word meanings
- To develop/use strategies for learning new words
- To use language to both gain and give information orally and graphically
- To provide opportunities for multiple exposures to new words

Vocabulary Casserole

Ingredients Needed:

20 words no one has ever heard before in his life

1 dictionary with very confusing definitions in it

1 matching test to be distributed on Friday

1 teacher who just wants students quiet on Mondays copying words

Mix 20 words onto blackboard. Have students copy each word and then look them up in the dictionary. Make students copy down all the definitions. For a little spice, require that students write words in sentences. Leave alone all week. Top with a boring test on Friday.

Perishable: This casserole will be forgotten by Saturday afternoon.

Serves: No one

Taken from: "When Kids Can't Read, What Teachers Can Do"

by Kylene Beers; Heinemann©2002

(Written by classroom students)

**Which words should I teach?
How can I teach vocabulary so
that students can retain their
new word knowledge?**

Leading reading experts such as Isabel Beck, Robert Marzano, Doug Fisher, and Nancy Frey agree that there must be two types of ongoing vocabulary instruction in every classroom—**intentional and incidental.**

Fisher and Frey maintain that a school-wide program which focuses on roots and affixes may be the best way to expand students' word knowledge. **Sound familiar anyone?**



Levels of Vocabulary Knowledge



Tier 1

Tier 2

Tier 3

Tier 1 (Established)

First-tier words:

- Mostly learned without instruction
- Everyday words typically known by all
- Word is recognized instantly and the meaning is known
- Often used as a hook on which a new word's meaning can connect

Ex: summer, family, hungry, big

Tier 2 (Acquainted)

Second-tier words – academic vocabulary:

- These words appear frequently in the vocabularies of mature language users (both oral & written).
- They are not connected to a particular domain/content but are pervasive.
- Meaning is understood when heard but not known well enough to be used actively
- Ideal for explicit instruction because they appear in a variety of texts (across contents) and are part of mature oral and written vocabularies

Ex: fascinate, unfortunate, mentioned, analyze, summarize

Tier 3 (Unknown)

Third-tier words:

- Specialized words often related to a specific content area.
- Word is not typically known-not even in oral vocabulary

Ex: photosynthesis, ecosystem, ectoplasm, quadratic

So, what does **effective**
vocabulary instruction
look like?



Effective vs. Ineffective Vocabulary Instruction

Work with your table group sort the slips you have been given into 2 sets—**effective** and **ineffective** instructional practices for teaching vocabulary. You have 3 minutes.



Effective vs. Ineffective Vocabulary Instruction

Effective Instruction

- Teacher doing read-alouds of text too difficult for students to read on their own
- Explicit and systematic instruction
- Analyze the word structure—syllables, affixes, base words, word roots
- Listening centers—students follow text too difficult for them to read independently, as it is read to them on the audiotape
- Discuss antonyms as well as synonyms for the new vocabulary
- Teachers model/use new vocabulary with students on a regular basis
- Use visuals to support instruction
- Play and have fun with new words
- Multiple, meaningful exposures to words in context

Ineffective Instruction

- Copying definitions from the dictionary—then writing a sentence using a single context
- Programmed vocabulary books
- Not using new vocabulary in everyday speaking, writing, and reading
- Surface level discussions about word meanings
- Memorizing definitions
- Learning vocabulary words out of context or in isolation
- Drill and practice involving multiple repetitions of the same type
- Computerized vocabulary drills
- Implied rather than explicit vocabulary instruction

Vocabulary Treat

Ingredients Needed:

- 5-10 great words that you really could use
- 1 thesaurus
- map colors and chart paper
- 1 game like jeopardy or bingo
- 1 teacher who thinks learning is supposed to be fun

Mix 5-10 words into the classroom. Have students test each word for flavor. Toss with a thesaurus to find other words that mean the same. Write definitions on chart paper and let us draw pictures of words to remind us what they mean. Stir often all week by a teacher who thinks learning is supposed to be fun. Top with a cool game on Fridays like jeopardy or bingo to see who remembers the most.

Serves: Many

Taken from: "When Kids Can't Read, What Teachers Can Do"

by Kyrene Beers; Heinemann©2002

(Written by classroom students)

Six Step Process of Effective Vocabulary Instruction

Provide a description, explanation, or example

Students restate in their own words

Students produce a nonlinguistic representation

Periodic activities to add new knowledge

Student discussions

Periodic games to review

“Learners move from not knowing a word, to being somewhat acquainted with it, to attaining a deeper, richer knowledge that allows them to use new words in many modalities of expression.”

-Blackowicz and Fisher

Vocabulary Instruction Strategies that DO Work

What are they?

Established

Acquainted

Unknown

LINEAR ARRAYS

**Rich Text vs.
Lean Text**

**Frayer
Model**

Fix-Up Strategies

**Concept
Definition
Map**

**Making
Words
Activities**

**Word
Structure**

**Semantic Feature
Analysis**

Word Splash

**MULTIPLE
EXPOSURES**

**Word
Sorts**

1. Interpreting Context Clues

General Clues:

- Look carefully at the unfamiliar word and sound it out. Have you ever heard it used before? Think of how it was used in that previous encounter.
- In your opinion, does the word sound positive or negative? Your impression of a word is often accurate and can be helpful in guessing a word's meaning.
- Can you recognize a part of the word such as a prefix, suffix, or root?
- Does the word resemble another word with which you are already familiar? It might be a related word.
- Check the surrounding words for clues. Look at the complete sentence. Go back and reread. Read ahead a few sentences. Does the context help you figure out what the unfamiliar word means?



Rich Text

VS.

Lean Text



What does the word abalone mean?

“The wind grew cold, but fearing that those on the ship would see the smoke we did not start a fire, though we had meal to cook for breakfast. Instead we ate a small quantity of dried abalone, and afterwards my brother Ramo climbed over the cliff.”

What does the word cormorant mean?

“Tall Rock was more than a league from the island and was black and shimmering because it was covered with **cormorants**.” I killed ten of the birds the first time we went there and I skinned and fleshed them and put them out to dry, for someday I wanted to make myself a skirt of **cormorant** feathers.”

**Context clues
are not foolproof.**

**If you use context clues
as you read, you can infer
the meaning of about 50-
60% of unfamiliar words.**

2. Vo-back-ulary

Vo-back-ulary is a game that is used as a review after words have been practiced from Word Wall activities or other type of direct vocabulary instruction has taken place

Let's play!

3. Structural Analysis

- A useful word study strategy involves using structural analysis to help students analyze or break words down into parts to help them decode and spell unfamiliar words.
- Instruction in root words, common prefixes, frequently used suffixes, and inflectional endings that can be pronounced differently (e.g., -ed in played, talked, planted) is beneficial to struggling readers who are often overwhelmed by longer words.

independent

in

depend

ent

Activity: What does this mean?

Pneumonoultramicroscopicsilicovolcanoconiosis

**Pneumono / ultra / microscopic/ silio / volcano /
coniosis**

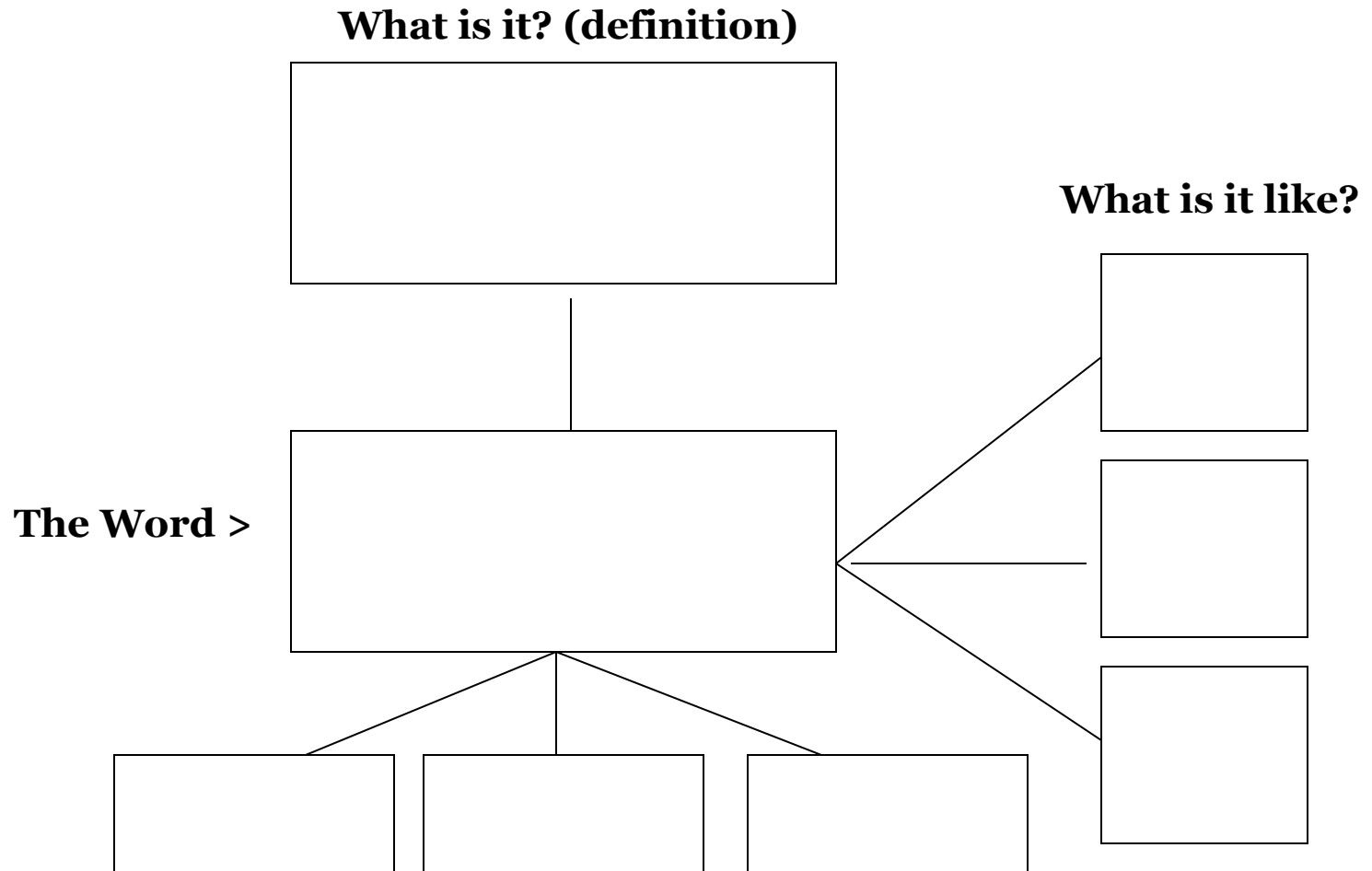
4. Concept Definition Mapping

Concept Definition Maps are graphic organizers that help students understand the essential attributes, qualities, or characteristics of a word's meaning.

How to use it:

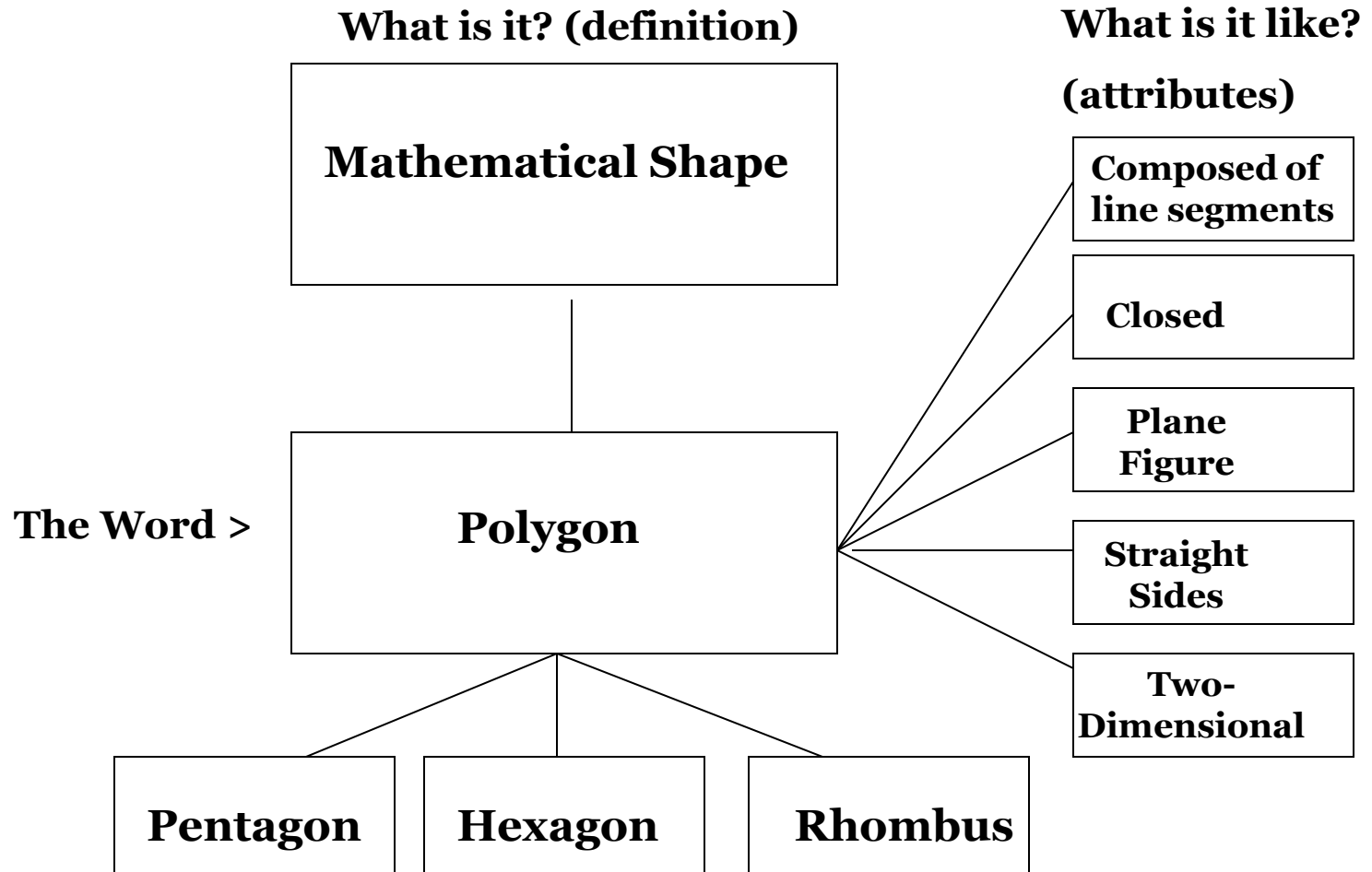
1. **Display example** of a concept definition map.
2. **Discuss** the questions that a definition should answer.
3. **Model** how to use the map.
4. Select another familiar vocabulary term.
5. Have students **work in pairs** to complete a map (using text).
6. Extension: Instruct students to write a complete definition of the concept **using the information from the map**.

Concept Definition Mapping



What are some examples?

Concept Definition Mapping Example



What are some examples?

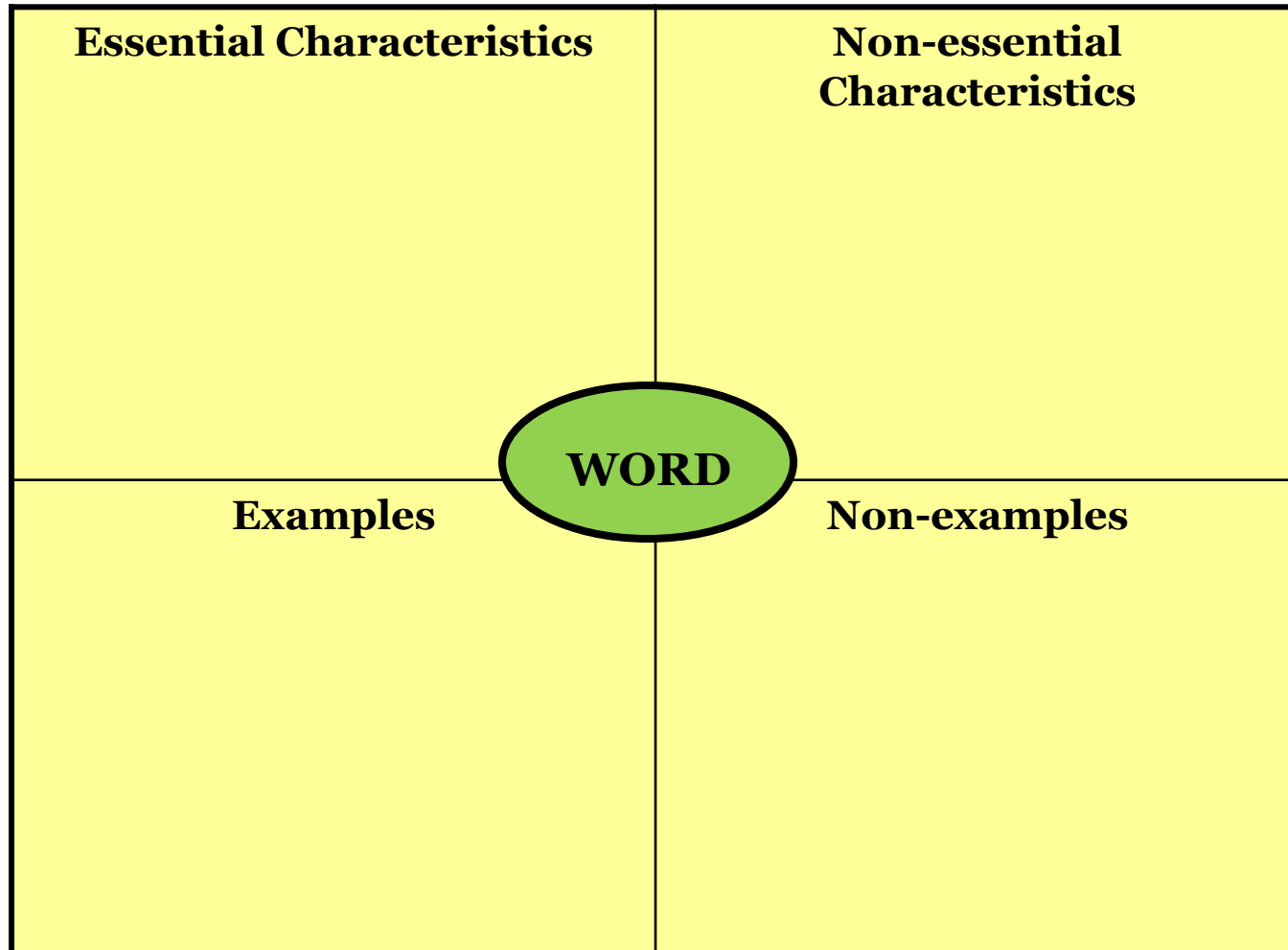
5. Frayer Model

The Frayer Model is a word categorization activity. Using the Frayer Model, students analyze a word's essential and nonessential attributes and also refine their understanding by choosing examples and non-examples of the concept.

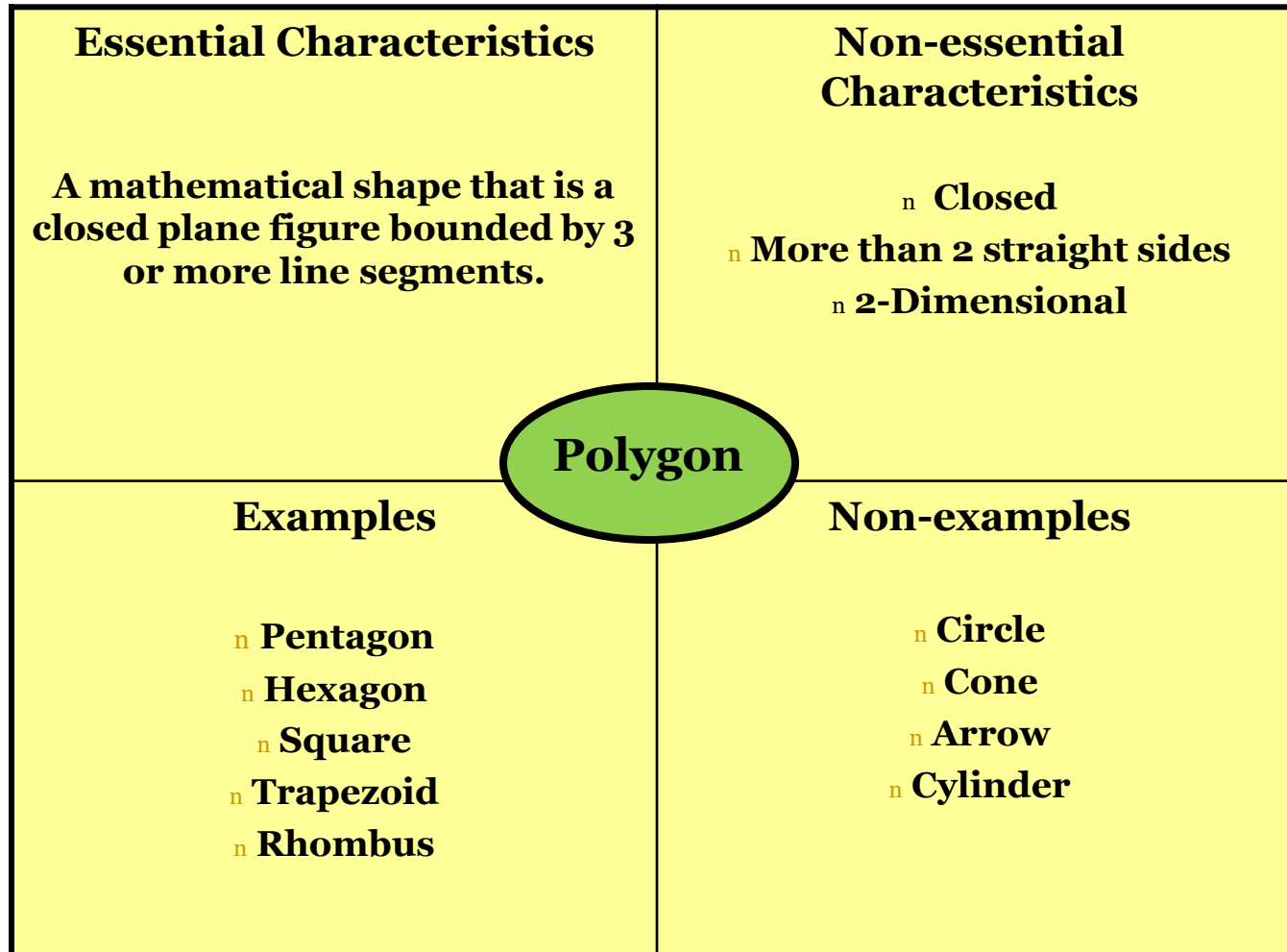
How to use it:

1. Assign concept or word being studied.
2. Explain all of the attributes of the Frayer Model to be completed.
3. Using a word in which students are already familiar to complete the model with the class to demonstrate (introduce) the strategy.
4. Have students work in pairs to complete their model diagram.
5. Once the diagram is complete, have students share their work with other students.

Frayer Model



Frayer Model Example



6. Semantic Feature Analysis

Semantic Feature Analysis helps students discern a term's meaning by comparing its features to those of other terms that fall into the same category or class.

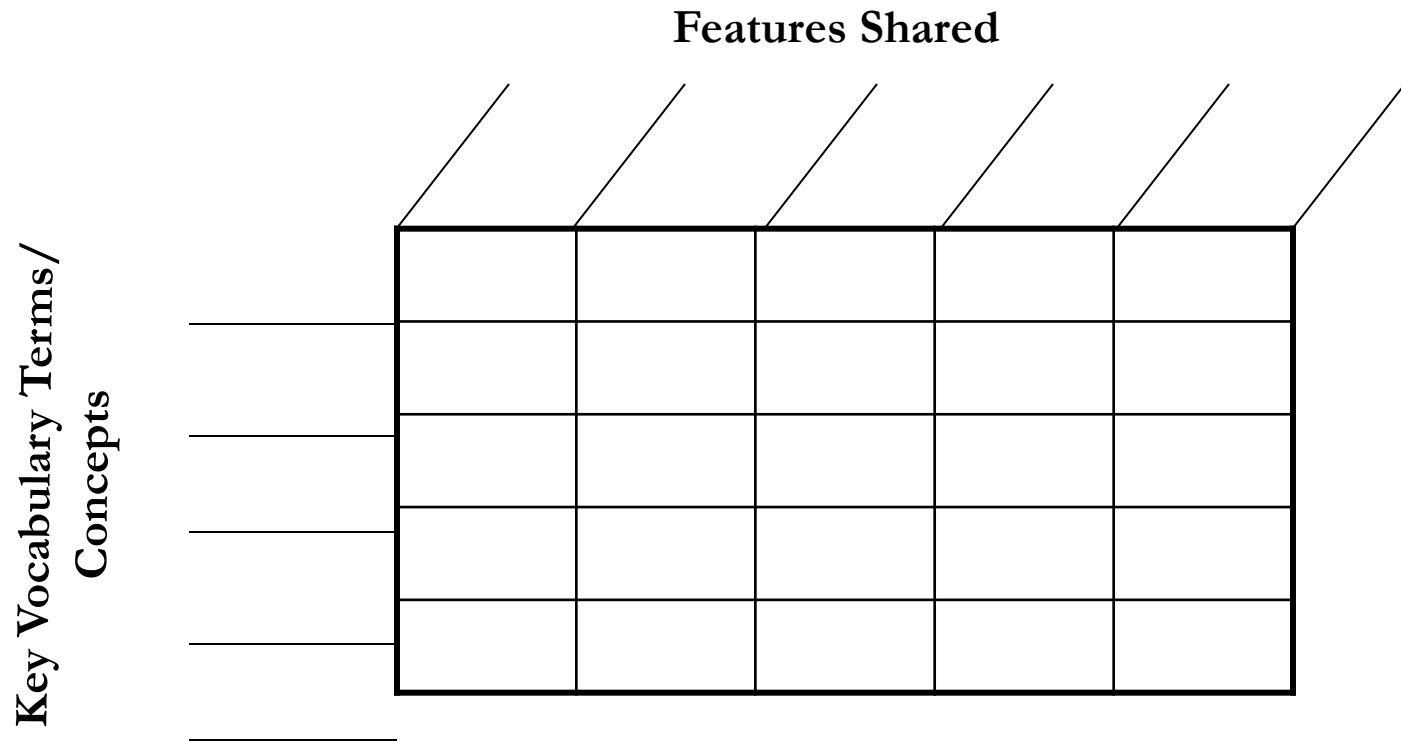
How to use it:

1. Select a general category of study.
2. Create a matrix (refer to chart).
3. Students can use an “X” to indicate if the feature applies to the vocabulary word. An alternative is marking a plus sign (+) if the feature applies or a minus sign (-) if it does not. Model strategy using concepts in which students **already have some background knowledge.**
4. Students are encouraged to explain to other students the rationale behind their markings.
5. As the unit progresses and understanding of each term deepens, the teacher or students can add terms and features to the matrix.

Semantic Feature Analysis



Concept: _____



Semantic Feature Analysis

Concept: Polygons

Key Vocabulary Terms/
Concepts

	Features Shared				
	Opposite Sides Parallel	equilateral	equiangular	4-sided	3-sided
Polygons	X	X	X	X	
Square	X		X	X	
Rectangle					X
Triangle	X	X		X	
Rhombus				X	

Word Sorts

7. Word Sorts provide students with opportunities to engage in critical thinking while they examine word parts, concept vocabulary, and word structure.

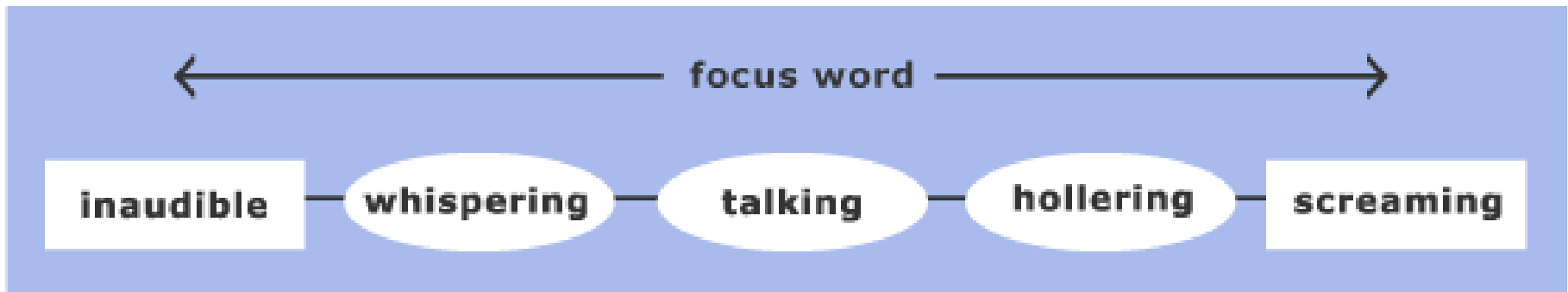
Animal	Vegetable	Mineral

Word Sorts

Word Sorts

1. Provide students with words/word cards, or have them utilize the word wall or content vocabulary.
2. Provide students with categories (closed sort) and direct them to classify words based on characteristics.
3. Have students engage in #2, only do not provide categories (open sort).
4. Students will use their knowledge to determine categories (higher cognitive complexity).

8. Linear Arrays



Let's try one!



**angry, annoyed, irritated, cross,
livid, irate, miffed, enraged,
peevish, infuriated**

How to use it:

1. Pick a focus word (e.g., *run*) and write it on a card.
2. Have students list as many other words as they can think of that mean almost the same thing as your focus word.
3. Write each word on a separate card.
4. Have students continue adding words during shared and guided reading.
5. Have students think of a word that means the opposite of the focus word.
6. Have students list as many other words as they can think of that mean the same thing as the antonym.
7. Have students collect additional words during shared and guided reading to add to the list.
8. Work with students to organize the words in descending order.

Creating Graphic Organizers



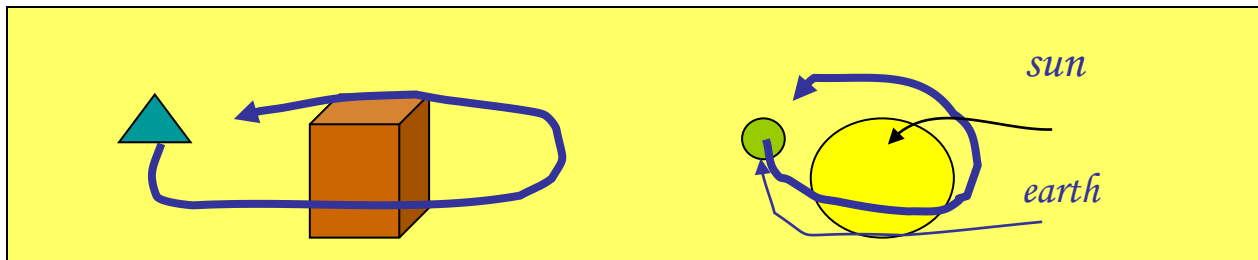
Marzano's Model

Vocabulary Word: Revolve

Description:

When something moves around something else, like the earth revolves around the sun.

Drawing (picture, symbol, or graphic)



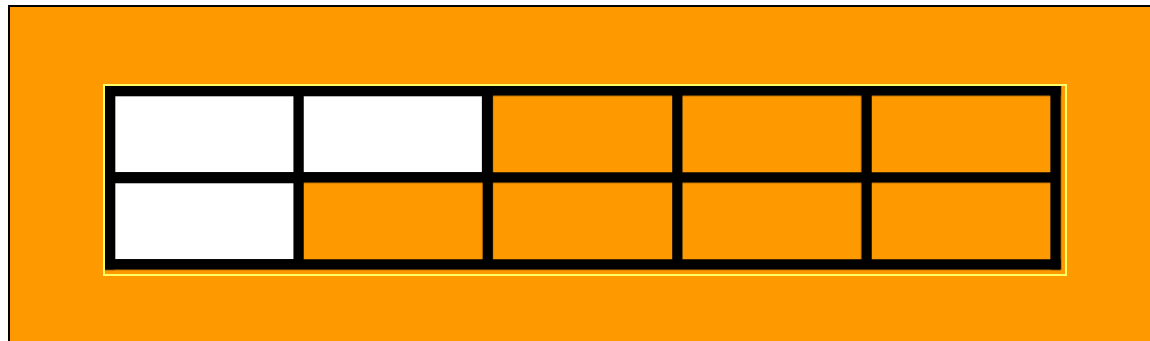
Adding to my knowledge:

Vocabulary Word: Fraction

Description:

A fraction tells you how many parts a whole thing is divided into and then how many of those parts you are thinking about. Example: $\frac{3}{10}$ looks like this.

Drawing (picture, symbol, or graphic):



Word Wall Discussion

DO:

- Start with a blank wall
- Add approximately 8-10 words per week
- Have a theme
- Practice daily
- Discuss meanings of words, synonyms, antonyms
- DO a word wall
- Make word walls utilitarian—not cutesy!

DON'T:

- Put up all words at one time
- Stress quantity
- Clutter with too many words
- Forget to practice
- HAVE a word wall—IT will become an unnoticed fixture if not used—like wallpaper!

How would having a student beside
you who speaks profusely make it
hard to learn?

profusely

What would you do if you found a
fugitive at your door?

fugitive

What would paper
look like when
it is mutilated?

mutilate

What job might you have on a
plantation?

plantation

What's the point of the consolation
prize on a game show?

consolation

Describe a student who shows up
draggled.

draggled

We need to...

- Incorporate explicit and systematic instruction
- Integrate new vocabulary into everyday language
- Model/use new vocabulary on a regular basis with students
- Analyze the word structure—syllables, affixes, base words, roots
- Discuss antonyms as well as synonyms
- Provide activities that insure integration, repetition and meaningful use of new vocabulary
- Differentiate instruction

“The limits of my language mean
the limits of my world.”

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Websites to Explore

- books.heinemann.com/wordwise (note: there is no WWW)
- http://www.fisherandfrey.com/?page_id=18
There are some vocabulary PPTs under "resources"
- http://www.eduplace.com/marketing/nc/pdf/author_pages.pdf
- http://www.glencoe.com/sec/teachingtoday/subject/vocab_acquisition.phtml
- http://dww.ed.gov/learn/?T_ID=23&P_ID=59
- www.adlit.org/for_teachers
- <http://web1.d25.k12.id.us/home/title1/vocabdev.htm> - list of tier II across content words